



1995-96 KIRIS OPEN-RESPONSE ITEM SCORING WORKSHEET

Grade 8 — Arts and Humanities Question 1

The academic expectations addressed by this item include:

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

The core content assessed by this item includes:

- Principles of Design - the rules by which artists use the elements to create works of art.
 - * Repetition - the repeating of a set of shapes, lines, or colors over and over again
 - * Balance - *Asymmetrical*; two sides that are different but in visual balance
 - * Contrast - stressing differences within/between elements of art
 - * Emphasis - attention to certain areas or objects in a work of art (focal point)

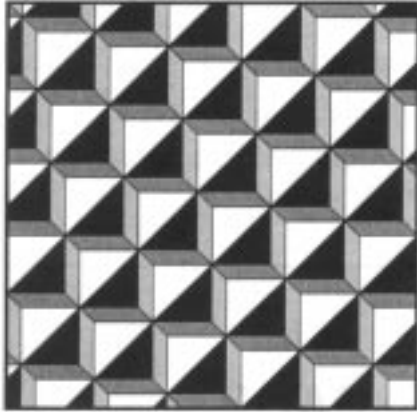
1. Creating Double Images

Using both the article and your own experience, explain techniques that can be used to create ambiguity in art.

SCORING GUIDE

Score	Description
4	Answer interprets passage definition of ambiguity and description of art procedures necessary to produce an art work that could be viewed as ambiguous. Student refers to examples from his/or own experience either in the arts or life.
3	Answer relates aspects of passage definition and art procedures. (But is not clear in either area.) Does not refer to personal experience.
2	Answer shows aspects of understanding ambiguity and/or art procedures, but is not clear in either area.
1	Answer may mention the terms or the procedures without understanding “ambiguity” or they only relate to personal experience.
0	Response is incorrect or irrelevant.
Blank	Blank/no response.

Do you enjoy drawing? The following article shows you how to create double images. Read it to answer question 1.



Creating Double Images

Create an image that changes as you look at it.

Have you ever intensely disliked someone or something, then you saw another side which made you change your mind? Have you ever tried and tried to solve a problem, then discovered the answer was there all the time but you didn't see it? Sometimes it's hard to tell what is "real" and what isn't—issues become "ambiguous," in that they have many meanings. These are the kinds of issues M. C. Escher was dealing with in his art, and he expressed these ideas visually using unique

graphic devices and techniques. In his work, one image becomes another, then changes back—light becomes dark, up becomes down, flat images become three-dimensional. In this workshop, you'll work with ambiguous abstract patterns that can be "read" in several different ways.

Starting Out

Step 1

Choose a geometric shape you'd like to work with—square, circle, triangle, diamond, rectangle, parallelogram—or invent your own geometric shape. Your shape should be developed into a pattern that appears to move or change into three-dimensional shapes. (Gray is neutral, black looks like the shaded side, and the white of the paper is "read" as the highlighted side.)

Step 3

When you have a final design you are satisfied with, center and redraw it on 12" x 12" illustration board. Put a lightly penciled "X" in the areas to be painted black, a "G" in the gray areas, and a "W" in the areas to be left white to avoid accidentally filling them in. You can outline black shapes before painting. When your pattern is complete, turn the design clockwise. What do you see?

Materials

- 12" x 12" white illustration board
- Acrylic paint: white, black, gray
- 12" x 12" sulfite paper
- No. 5 drawing pencil
- Vinyl eraser
- 12" C-Thru ruler
- No. 0, 1, 2 fine round/flat brushes
- X-Acto knife
- .2mm Ultra-fine Uni-Ball pen

Step 2

Develop a *unit* that will *repeat* in various ways. Do a preliminary 10" x 10" drawing on white sulfite paper using rulers, compasses, protractors. You can use part of a shape, combine two shapes, or use two different sides of one shape. You can also *interlock* your shapes.



As you work on your pattern, it will gradually appear to become three-dimensional.



KIRIS ASSESSMENT ANNOTATED RESPONSE

GRADE 8 ARTS AND HUMANITIES

Sample 4-Point Response of Student Work

Student applies information and gives examples from his experience.

Student interprets definition of ambiguity.

Ambiguity means its hard to tell when something that is real and when it is not. For example 3-dimensional shapes, sometimes they appear to change. In the following paragraphs you'll read some techniques that can apply in creating an ambiguity.

One technique is using different shades to create false backgrounds, so they may see something different.

Another is to make a pattern in your drawing to toy with the mind. Thus making them look at different angles.

Which leads to our next technique - angles. Put many angles in the pattern, however, keep the same shape at all times. In doing this they may see something different.

Student describes art procedures to produce ambiguity.



KIRIS ASSESSMENT ANNOTATED RESPONSE

GRADE 8 ARTS AND HUMANITIES

Sample 3-Point Response of Student Work

Student's answer reflects aspects of passage in defining ambiguity.

To create ambiguity you can create patterns that develop different ways. You can color them colors such as: black, gray, and white. You can turn them different angles to see which different patterns they create. You can create your own ambiguity by following these steps: First you draw your own shape and make a pattern, then you color each black and when it is finished you can turn it different ways to see all of the patterns it can make.

Student is not clear on the use of the color black.

Student describes art procedures to create ambiguity.



KIRIS ASSESSMENT ANNOTATED RESPONSE

GRADE 8 ARTS AND HUMANITIES

Sample 2-Point Response of Student Work

Student's response shows aspects of understanding ambiguity.

Some techniques that can be used to create ambiguity are combining shapes or interlocking them to make a flat surface three-dimensional. Combining colors or mixing them may create ambiguity. Using many different angles can also create ambiguity.

Student demonstrates an understanding of art procedures to create ambiguity, but is not totally clear or specific.

Sample 1-Point Response of Student Work

Student's response is vague and unclear, but used some terminology.

Some Techniques to create ambiguity are your painter and your drawing person. You could look at things and get ideas and you could put together different pieces of drawings and make ambiguity drawings. Another thing is three dimensional drawings.

It is all a combination with colors and the way you see them, and all your materials.

Student's description of art procedure is not clear.

INSTRUCTIONAL STRATEGIES

Creating Double Images

After defining principles of design (e.g., repetition, balance, contrast, and emphasis), students select an example of each principle from magazines and present to the class.

Using several art prints, have students discuss principles of design apparent in the prints. Explain other ways the artists could use/apply the principles of design.

Using the information from the article “Creating Double Images,” create a double image pattern.

Research artists, such as M. C. Escher, who use double images in their work.

Look at publications such as calendars, posters, and cartoons in the Sunday newspapers to find examples of double images in Magic Eye prints. Analyze these works and discuss the principles of design used in their creation.